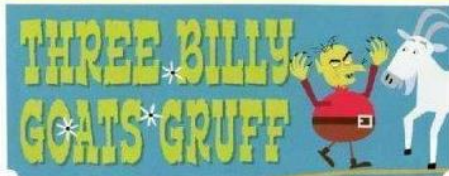


FS1 Autumn 2 Curriculum

Three, is the magic number!



Commitment

We are brave,
enthusiastic
and
motivated.



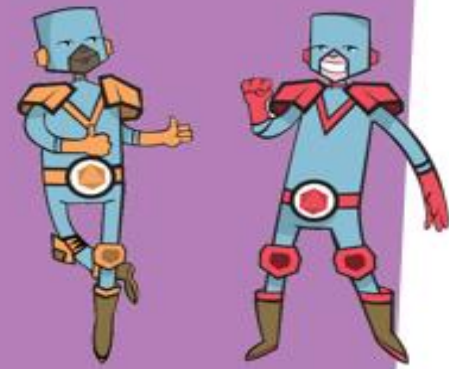
Aspiration

We are
encouraging,
ambitious and
proud.



Nurture

We feel happy,
safe and
welcome.



Topic Overview

In this topic, children will be able **to talk about familiar books and retell stories** with a link to the number 3. They will **explore collections of materials** linked to stories (TLP) and **use their senses in hands on exploration** supporting them to **talk about the differences in materials**.



Possible Enhancements and Activities

Provide opportunities for children to explore the different materials that were used in the 'Three Little Pigs'. Support the children in using vocabulary to describe the materials and recreating houses, understanding why the houses were so easy to blow down.

Provide opportunities for children to apply what they have learnt about materials to build a bridge. This could provide an excellent opportunity to work as a team. Discuss with the children what happened to the bridge and how they could change their plans to make it better.

Use the context of pigs and goats to look at different animals that are found on the farm. Encourage children to describe the features of farm animals and use this to represent the animals through art work.

Provide resources to support the children in retelling familiar stories with their friends. Model the repetitive language including in the stories so that the children begin to apply this independently in their play and in other contexts.

Use the story of Goldilocks to compare items that are familiar to them by weight, length and height. Model the correct vocabulary to the children so that they begin to apply this independently into their play.

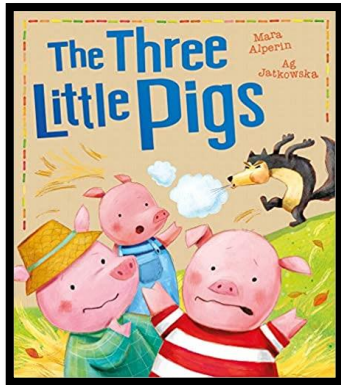
Use the stories to continue to discuss the children's feelings, using the context of the stories to discuss other characters feelings. Discuss with the children things the characters could do to help their friends to feel better. Refer back to previous learning using 'The Colour Monster'.

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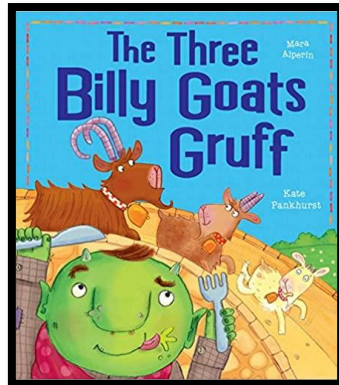
Aspiration

Nurture

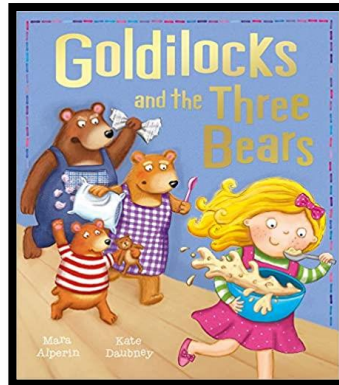
Book Hooks



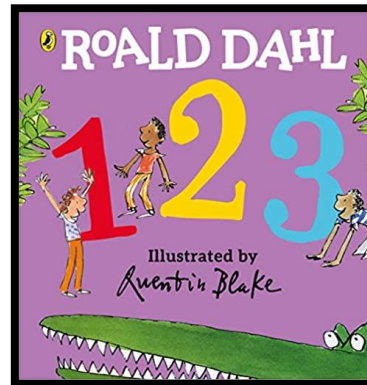
To support the children in retelling and understanding a simple traditional story involving the number 3.



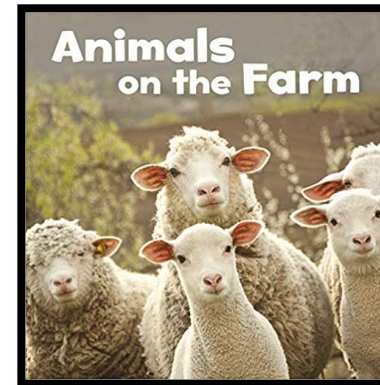
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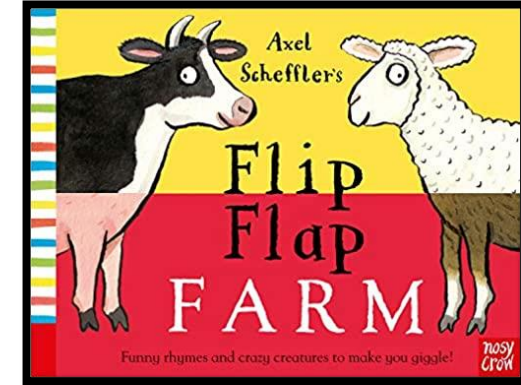
To support the children in retelling and understanding a simple traditional story involving the number 3.



To support the children in visualising numbers to 10 through a story.



To support the children in making links to the traditional tales by exploring the main characters.



To support the children in learning about different animals and playing with a creating new animals with their learnt facts.

Curriculum Links – Prime Areas

	3 and 4 year olds will be learning to:	Examples of how to support this:
C & L	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Uses a wider range of vocabulary. • Know many rhymes and be able to talk about familiar books. • Develop their communication but may continue to have problems with irregular tense. • Can start a conversation with an adult or a friend and beginning to continue it. • Use talk to organise themselves and their play. 	<ul style="list-style-type: none"> • Offer children at least a daily story time as well as sharing books throughout the session. • Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts. Use the ‘Word Aware’ scheme to support children in using and applying a range of concept words. • Plan activities around the core books to help the children to practise the vocabulary and language from the books. Providing small world opportunities linked to these core books will support them in applying the vocabulary. • Model the correct tense to children within their play so that they begin to use talk to organize themselves. Rephrase their words and sentences so that they are grammatically correct. By doing so, they will begin to apply the correct grammar modelled to them.
PSED	<ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Begin to understand how others might be feelings. 	<ul style="list-style-type: none"> • Model to the children how to solve conflicts with each other e.g. listening to the suggestions in a group or providing free access to sand timers so that they can learn to share the resources in the environment. • Explain why we have rules and display a small number of necessary rules visually as reminders. E.g. display a photo showing a child taking just one piece of fruit at the snack table. • Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learning ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly ‘act out’ their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well. • Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children’s pretend play: “I wonder how the chicken is feeling, now the fox is creeping up on her?”
PD	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding and ball skills. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Collaborate with others to manage large items, such as moving a long plank safely. • Develop a comfortable grip when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent in meeting their own care needs. 	<ul style="list-style-type: none"> • Lead movement-play activities when appropriate. These will challenge and enhance children’s physical skills and development – using both fixed and flexible resources, indoors and outside. • Model the vocabulary of movement – ‘gallop’, ‘slither’ – and encourage children to use it. Also model the vocabulary of instruction – ‘follow’, ‘lead’, ‘copy’ – and encourage children to use it. • Explain why safety is an important factor in handling tools, and moving equipment and materials. Have clear and sensible rules for everybody to follow. Ensure access to resources provide children with the opportunity to work together to move the equipment around the areas. • You can begin by showing children how to use one-handed tools (scissors and hammers, for example) and then guide them with hand-over-hand help. Gradually reduce the help you are giving and allow the child to use the tool independently. • Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with. This will support the children in developing their grip when holding pens and pencils.

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Curriculum Links – Specific Areas

	3 and 4 year olds will be learning to:	Examples of how to support this:
L	<ul style="list-style-type: none"> Continue to develop the five key concepts about print. Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> Spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound Engage in conversations about stories, learning new vocabulary. Use some of their print knowledge in their early writing. Write some letters accurately (letters of importance) 	<ul style="list-style-type: none"> Help children tune into the different sounds in English by making changes to rhymes and songs, like: <ul style="list-style-type: none"> - changing a word so that there is still a rhyme: “Twinkle, twinkle chocolate bar”- making rhymes personal to children: “Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon.” Deliberately miss out a word in a rhyme or book, so the children have to fill it in: “I’ll huff and I’ll puff...” Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chinks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chinks and pens to choose from. Apps on tablets enable children to mix marks, photos and video to express meanings and tell their own stories.
M	<ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Show ‘finger numbers’ up to 5 without having to count. Talk about and explore 2D and 3D shapes using informal and mathematical language and select shapes appropriately. Understand position through words alone. Make comparisons between objects relating to size. 	<ul style="list-style-type: none"> Use the contexts of the stories to highlight the number 3 and different ways of partitioning this number. Encourage children to show the number 3 through mark making opportunities e.g. 3 dots, 3 lines. Discuss position in real contexts. Suggestions: how to shift the leaves off a path, or sweep water away down the drain. Use the context of the Billy Goats Gruff to link positional language in role play and small world opportunities. Use the context of Goldilocks to describe the size of objects in a familiar context and link these to role play and small world opportunities.
UTW	<ul style="list-style-type: none"> Use all of their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to understand the need to care for all living things. Explore how things work. 	<ul style="list-style-type: none"> Make collections of natural materials to investigate and talk about. Suggestions: - contrasting pieces of bark- different types of leaves and seeds- different types of rocks- different shells and pebbles from the beach. Allow the children the opportunity to feel these objects and compare them. Plan the vocabulary opportunities you want the children to engage with before the activity so that you can explicitly model these to the children in their play. Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: “I wonder if...?”
EAAD	<ul style="list-style-type: none"> Take part in pretend play, using an object to represent something else. Make imaginative and complex ‘small worlds’. Explore different materials freely, in order to develop their ideas of how to use them. Use drawing to represent ideas like movement or loud noises. Remember and sing entire songs, 	<ul style="list-style-type: none"> Provide lots of flexible and open-ended resources for children’s imaginative play. Help children to negotiate roles in play and sort out conflicts. Notice children who are not taking part in pretend play, and help them to join in. Help children to develop their drawing and model-making. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings. Encourage children to draw from their imagination and observation. Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.

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Knowledge Organiser

*Key Vocabulary

History	Geography	Art	D.T	Music	Science	PSHE	R.E
<ul style="list-style-type: none"> • Know the lifecycle of a chick and use the words first, next, then to describe it. • Use the words last week/month/year, to describe and talk about events when they have visited a farm or seen animals. 	<ul style="list-style-type: none"> • Farm animals live in fields and barns which are different to the places we live. • Know that people can live in houses, bungalows, or flats. • A farmer works on a farm. They do things like milk the cows and crop the fields. 	<ul style="list-style-type: none"> • Use and choose materials that replicate the same texture of animals. • Draw animals from observations and choose the correct colour for the different features. 	<ul style="list-style-type: none"> • Build houses and bridges using different materials to understand that some materials like plastic and wood are hard and materials like paper are bendy. • Build models of animals using a variety of malleable materials. Show identifiable features of different animals. 	<ul style="list-style-type: none"> • Know how to sing 'Old MacDonald had a farm' and 'I'm a Dingle Dangle Scarecrow'. • Use their mouth to create sounds of animals. 	<ul style="list-style-type: none"> • Animals like pigs, goats, sheep and cows live on a farm. • Pigs, goats, sheep and cows have 4 legs. Chickens and ducks have 2 legs. • We can get food from animals like milk from a cow and eggs from a chicken. • Know that a baby hen is called a chick, a baby pig is called a piglet, a baby sheep is called a lamb and a baby cow is called a calf. 	<ul style="list-style-type: none"> • Know the feelings happy, sad, angry and worried. 	<ul style="list-style-type: none"> • Farmers are busy in the Autumn collecting crops for Harvest. • Harvest time is about giving to others.
						<p>PSHE and R.E – Specific links to the curriculum should be taught alongside the schools scheme of learning (Jigsaw, Derby City Syllabus)</p>	

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